



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

EDITORIAL

THE TIME FOR ACTION

The final report of the Committee on English Composition Teaching to the National Council of Teachers of English and the Central Division of the Modern Language Association will soon be ready, and a partial summary of it appears in this number of the *Journal*. After its presentation, action upon the facts presented, if action be taken, will devolve upon English teachers themselves, through the organizations represented by the committee.

The report shows conclusively why present composition teaching in general lacks efficiency, and what conditions are necessary to bring that efficiency up to a reasonable standard. Toward the securing of those conditions the first and essential step is to obtain for the committee report complete publicity, so complete that no educator in the United States can remain in ignorance of the facts established. The committee seeks to obtain that publicity through the agency of either the United States Department of Education or the Carnegie Foundation. If for any reason this cannot be done, it will be necessary for teachers' organizations to take further action toward the same end, either directly or perhaps through educational publishers; and the general question of ways and means will be brought before the organizations named, at their approaching meetings in November and December.

After publicity, individuals and local organizations will be in a position to work for such improvement of local conditions as is possible, with hope for some degree of success. Thereupon a further duty will remain to be performed by the more fortunate ones; that of making accurate record and report of the new conditions and of the results that follow. The work of the committee is but a single step in the new movement, which seems to be world-wide—the movement to test and measure and compare and determine, wherever possible and within reasonable limits, the actual value in results of all educational processes. But in order that

tests and measurements shall be of final authority, they should be made according to sound general principles to be agreed upon beforehand and carefully followed by all individual investigators. With reference to English composition teaching, it is of immediate importance that such principles should be formulated for the scientific study of oral training, to determine the proper proportion of oral to written work under varying conditions, and to test the relative efficiency of various methods of meeting those conditions. Particularly should be known in every instance, and with the utmost possible accuracy, the time required of the teacher for each pupil and the time required of each pupil for each method, since this fixes the cost of each method, and the cost determines its general availability. Steps to this end also may well be taken by the National Council at its next meeting.

ARTICLES ON ELEMENTARY ENGLISH

The editors of the *English Journal* are sometimes asked whether articles on English in the elementary schools are acceptable. Yes, by all means, if they are good. The one department of education in which everybody is interested and supremely interested is precisely that of the linguistic and literary training of children. Without a sound foundation of good habits of speech, of written expression, and of reading, a superstructure of broad culture and efficiency is impossible. For this reason every reader of the *Journal* would welcome discussion and reporting of experience and investigation with regard to English in the early years. Who will be the first to contribute?